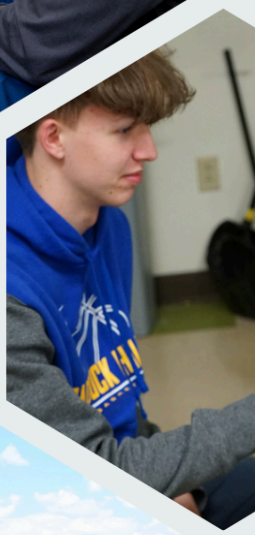
PROPEL BRADDOCK HILLS

High School℠ 2026-2027 Course Catalog








PROPEL BRADDOCK HILLS
LIONS

Redefine school. Defy expectations.

PROPEL SCHOOLS FOUNDATION

12th Grade Scholarships
POWER OF PROPEL & ADDITIONAL SENIOR SCHOLARSHIPS

The Power of Propel Scholarship Fund is provided by the Propel Schools Foundation thanks to many generous donors. Scholarships offered to Propel Schools' Seniors include the following:

POWER OF PROPEL SCHOLARSHIP

- Power of Propel scholarships are a multi-year scholarship for a **total of $10,000**. This opportunity is available in a variety of disbursements, so that scholars on various career paths are all eligible. Approximately 10 scholarships are awarded each year.

CESSNA FAMILY STEM SCHOLARSHIP

- The Cessna Family Foundation created this scholarship to support students who share their passion for STEM careers. Each year, one scholar pursuing a STEM related field will be awarded a **total of $30,000** over four years.

PROPEL SUMMIT SCHOLARSHIPS

- This scholarship was created by The Benter Foundation to offer exemplary scholars support and encouragement to find their summit reaching new heights in learning, leadership, and purpose. Each year of this three-year opportunity, two scholars pursuing post-secondary education will be awarded a **total of $30,000**.

GURRENTZ FAMILY SCHOLARSHIPS

- The Gurrentz Family has created this scholarship to support outstanding scholars on their pursuit of post-secondary education. This year, two scholars will each be awarded a **total of $12,500** over four years.

Eligibility Requirements

- Must be a 12th grade scholar graduating from Propel Schools
- Planning to enroll in a post-secondary education program
- No more than 2 suspensions throughout senior year

Learn more at www.propelschools.org/foundation/scholarships.

Propel Schools Foundation
3447 East Carson Street • Pittsburgh, PA 15203 • Phone: 412-325-7305 • Fax: 412-325-7309

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Propel Schools General Information

Vision

To be a premier education destination of choice.

Mission

Propel's mission is to catalyze the transformation of public education so that all children have access to high performing public schools.

Propel High Schools

Propel High Schools are dedicated to achieving post-secondary success for all scholars. Through deeper learning, scholar empowerment, and unique opportunities, scholars are prepared for college and career training. We are committed to the following goals:

- 100% scholar graduation rate
- 100% of scholars graduate with a reviewed and approved postsecondary plan to attend either college or other postsecondary training program

The high school curriculum is designed to best prepare our scholars beyond college and career readiness. Through our high school experience outlined in the program of studies, we offer our scholars varied pathways for success that exceed the state guidelines while at the same time offering opportunities for our scholars to explore their passions, refine their post high school plans and prepare them for the future. With rigorous programs like College Board Advanced Placement, Dual Credit, Career and Technical Center and other opportunities, Propel High Schools help scholars continue their development towards life after high school.

Academics

Overall Approach

- Deeper Learning: Learning in all classrooms emphasizes authentic, real-world learning experiences. Classrooms employ inquiry-based strategies while developing collaboration, critical thinking, communication, and creativity skills.
- Scholar Empowerment: Scholars are leaders of their own learning. Through citizenship, voice, and leadership, Propel High Schools instill confidence and critical engagement for scholars to interact within various communities. Scholars possess the agency to positively impact self and society. Self-reflection and revision of work are concepts valued within our schools and beyond.
- Unique Opportunities: Propel Schools know that closing the achievement gap also includes closing the opportunity gap. Learning experiences extend well beyond the traditional classroom. Scholars gain confidence and transferable knowledge by leaving their comfort zones. Through these opportunities Propel redefines school, and our scholars defy expectations.

Requirements for Promotion and Graduation

Propel Graduation Requirements

This chart outlines the required credits to meet graduation requirements.

Content	Credits
English Language Arts	4
Social Studies	4
Mathematics	3
Science	3
World Languages	2
Fitness and Wellness	1
Electives	6
Total	23

Propel High Schools Graduation Requirements Policy

All credits earned or failed previously, either within Propel or outside of Propel, will be mapped to these graduation requirements. Should a scholar or family wish to request an additional review of courses to determine graduation requirements, the scholar or family must next reach out to the principal. Additional recourse includes the Senior Director of Academics.

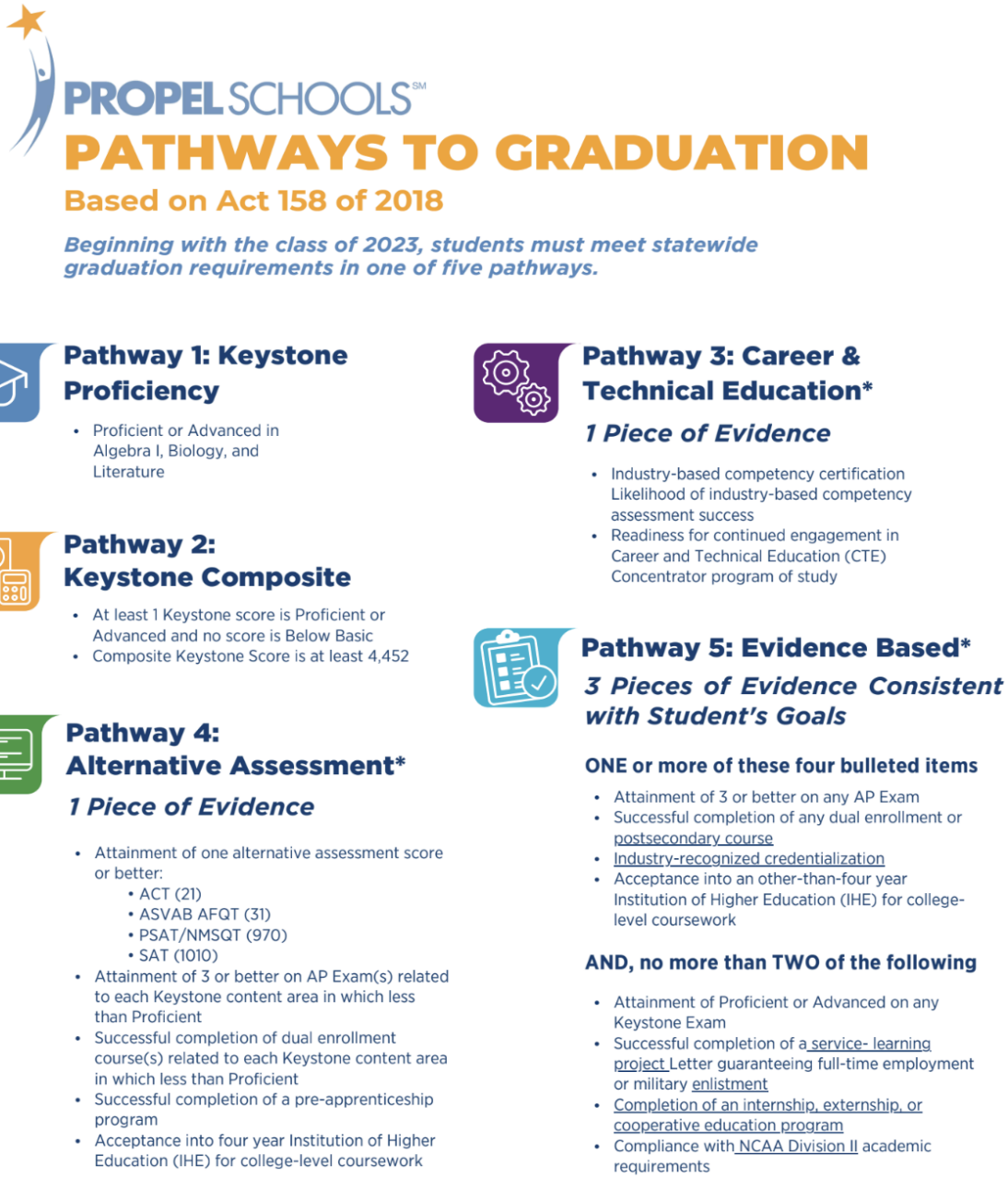
Service Learning Requirements

The purpose of service learning is to create learning experiences that teach civic responsibility and strengthen communities. Scholars complete a variety of service learning components throughout their high school years with Propel, both within and outside of the school day.

In order to graduate with a Propel diploma and in order to align with the PA Act 158 Graduation Requirements, **each scholar must complete 10 hours of service learning** that is logged and approved by the school. When service learning is completed, each scholar must complete the PA Act 158 Service Learning Application and Reflection form. Fully completed forms must be submitted to the College and Career Counselor, who will serve as the point person for service learning opportunities in most cases. These forms will be uploaded into Naviance by the College and Career Counselor for accurate record keeping and PIMS reporting. Service Learning experiences should be completed by the end of each scholar's junior year.

Pennsylvania Pathways to Graduation

In accordance with the Pennsylvania Department of Education, every scholar will participate in the administration of the Keystone exams upon completion of three courses: Algebra I, Literature, and Biology. Act 158 of 2018 and Act 6 of 2017 provide alternatives to Pennsylvania's statewide requirement of attaining proficiency on these Keystone exams. Effective with the graduating class of 2023, scholars have the option to demonstrate postsecondary preparedness through one of four additional pathways, beyond proficiency on all three Keystone exams. Scholars will work with their school's college and career counselor to determine their pathway to graduation if they do not score Proficient or Advanced on all three Keystone exams. Additionally, scholars who do not score Proficient or Advanced on the Algebra, Literature, and/or Biology Keystone exams will participate in remediation, which will include targeted support and focused test-taking skill development. If a scholar does not meet graduation requirements through the Keystone Proficiency Pathway, a scholar must meet the requirements through another pathway outlined in the graphic below. See Appendix A for more information.



Standardized Assessment Timeline

Part of Career and College Readiness is having the ability to demonstrate mastery of skills and standards. The standardized assessment available to scholars at Propel Schools further develop learning and validate the knowledge and reasoning gained throughout a scholar's high school career.

Summary of Assessments

Algebra Keystone Exam	End of Course- Algebra I	Required
Biology Keystone Exam	End of Course- Biology 2	Required
Literature Keystone Exam	End of Course- English 10	Required
Civics Exam	Embedded in Civics and Government	Required
Industry Certification Exams	Embedded in corresponding courses	Required
Advanced Placement (AP) Exams	End of Course- Early May	Required
SAT	Junior and/or Senior Year	Recommended
ASVAB	Junior and/or Senior Year	Recommended

State Mandated Assessments

Algebra Keystone Exam	End of Course- Algebra I	Required
The Algebra Keystone Exam is an end-of-course state assessment designed to evaluate proficiency in Algebra. As part of the graduation requirements, each scholar must demonstrate proficiency on the Algebra Keystone Exam, or fulfill one of the other pathways provided, to earn a diploma from Propel Schools (see the Pennsylvania Pathways to Graduation that were outlined above for more details). Each scholar is provided the opportunity to take the Keystone Exams in May of the year they are taking a Keystone affiliated course. A scholar who previously completed a Keystone-related course but did not take the Keystone Exam may also participate in testing for graduation purposes. Additionally, any scholar who has taken a Keystone Exam and did not score Proficient may retake the exam.		
Biology Keystone Exam	End of Course- Biology 2	Required
The Biology Keystone Exam is an end-of-course state assessment designed to evaluate proficiency in Biology. As part of the graduation requirements, each scholar must demonstrate proficiency on the Biology Keystone Exam, or fulfill one of the other pathways provided, to earn a diploma from Propel Schools (see the Pennsylvania Pathways to Graduation that were outlined above for more details). Each scholar is provided the opportunity to take the Keystone Exams in May of the year they are taking a Keystone affiliated course. A scholar who previously completed a Keystone-related course but did not take the Keystone Exam may also participate in testing for graduation purposes. Additionally, any scholar who has taken a Keystone Exam and did not score Proficient may retake the exam.		

Literature Keystone Exam	End of Course- English 10	Required
The Literature Keystone Exam is an end-of-course state assessment designed to evaluate proficiency in Literature. As part of the graduation requirements, each scholar must demonstrate proficiency on the Literature Keystone Exam, or fulfill one of the other pathways provided, to earn a diploma from Propel Schools (see the Pennsylvania Pathways to Graduation that were outlined above for more details). Each scholar is provided the opportunity to take the Keystone Exams in May of the year they are taking a Keystone affiliated course. A scholar who previously completed a Keystone-related course but did not take the Keystone Exam may also participate in testing for graduation purposes. Additionally, any scholar who has taken a Keystone Exam and did not score Proficient may retake the exam.		
Civics Exam	Embedded in Civics and Government	Required
The Civics Exam is an end-of-course assessment, required by the state under Act 35, designed to evaluate a scholar's civic knowledge. As part of Propel Schools graduation requirements, every scholar must complete the Civics exam, which is embedded within the Civics and Government curriculum. Most scholars will complete this exam during their freshman year of high school. Any scholars that do not take Civic and Government while attending Propel Schools will be required to complete the Civics Exam prior to being eligible to graduate.		

Content Specific Assessments

Industry Certification Exams	Embedded in corresponding courses	Required
Any scholar taking a course in which an industry credential is available is required to complete the corresponding certification exams throughout the course of the school year. These exams, paid for by Propel, provide the scholars with the opportunity to gain Industry Credentials while in high school. The testing dates for each certification exam will be set by the course director.		
Advanced Placement (AP) Exams	End of Course- Early May	Required
Advanced Placement courses are designed to provide scholars with a rigorous college level course experience while still in high school. Scholars participating in AP courses are required to take the corresponding AP exam in May (paid for by Propel). All AP exams are scored on a scale of 1-5. Many colleges and universities accept AP exam scores of 3 or higher for college credit and/or advanced placement into upper-level college courses.		

National Assessments

SAT	Junior and/or Senior	Recommended
The SAT is an entrance exam used by many colleges and universities and includes three parts: Reading, Writing and Language, and Math. The exam is scored on a scale from 400-1600. Propel offers the SAT School Day in March.		
ASVAB	Junior and/or Senior	Recommended
The "Student" ASVAB (Armed Services Vocational Aptitude Battery) Test is an aptitude test that provides each student with insight into potential career areas that align to the student's strengths. This test provides each student with feedback in four critical areas: Arithmetic Reasoning, Word Knowledge, Paragraph Comprehension, and Mathematics Knowledge. After scores are returned to each student, a representative from the Military Entrance Processing Service (MEPS) will return to offer a guided analysis		

of the results. While this exam is administered by the military, there is no service obligation, scores, or information that will be shared with the military unless requested by the student.

Grading System and Promotion Requirements

Propel high schools utilize a standards-based grading system. Please see the grading scale for both traditional and standards-based grading below:

Letter Scale	Standards Based Grading Scale	Traditional Grading 0-100% Scale	Grade Point Average (GPA) Scale
A+	4	100	4.25 (0.25 addition for mastery)
	3.9	98-99	
	3.8	96-97	
A	3.79	94-95	4.0
	3.6	92-93	
	3.5	90-91	
B+	3.49	88-89	3.5
	3.3	86-87	
B	3.29	84-85	3.0
	3.1	82-83	
	3	80-81	
C+	2.99	78-79	2.5
	2.8	76-77	
C	2.79	74-75	2.0
	2.6	72-73	
	2.5	70-71	
D	2.49	68-69	1.0
	2.3	66-67	
	2.2	64-65	
	2.1	62-63	
	2	60-61	
F	1-1.99	0-59.9	0

Transcripts will still have letter grades, but report cards and progress reports will be on a 4-3-2-1 scale, as listed below. The following scale gives a general description of scores under a standards-based grading system:

- 4- Exceeding Expectations
- 3- Meeting Expectations

- 2- Approaching Expectations
- 1- Little to No Evidence of Learning

In order for a scholar to be promoted to the next grade, they must have earned enough credits to be on track to graduate within the course of study offered at Propel High Schools during the school day. It is important to understand that these promotion requirements are set based on the scholar passing all of their subsequent coursework with a complete schedule each year. It is also important to note that scholars will not be placed in concurrent classes if one is a prerequisite for the other.

If a course is failed, it is highly recommended that it is recovered over the summer, otherwise, the course will need to be retaken the following school year, indicating the scholar is not on track to graduate. Read the Credit Recovery section for additional information. If a scholar wishes to double up on a certain subject in order to take advanced coursework, the scholar will need parent, teacher, school counselor/College and Career Counselor, and principal approval. Still, all prerequisites are required.

Grade-Point Averages (GPA) are updated at the point of determination of credit. This will typically occur at the end of the first and second semesters. This only includes grades for the courses that have concluded. Credits recovered over the summer will be updated by the end of the add/drop period the following year.

By earning credit in a course, scholars demonstrate that they have satisfactorily learned the content and skills of that course. There are some courses that cannot be retaken for an additional credit once it has been earned. Courses that cannot be taken for an additional credit include all core English Language Arts, Math, Science, and Social Studies courses. Scholars are discouraged from retaking any course that they have previously passed, but allowances are made for elective courses, including art, business, computer sciences, fitness, and music courses. Please be advised that many post-secondary institutions are reviewing transcripts and want to see a transcript that has challenged the scholar and increased in rigor over time. College admissions, in most cases, will not look favorably at a course appearing twice on a transcript.

Standards-Based Grading

Overview

The report card is designed to stimulate an on-going conversation between teachers, families and scholars about what is expected of scholars in a rigorous academic program. Performance in academic courses as measured by mastery on course learning targets that are aligned to the Pennsylvania Core Standards established by the Pennsylvania Department of Education (PDE). Your scholar's grade communicates how much grade-level material they have mastered. If your

scholar has high scores (3's and 4's) in Academics, that means they can do grade-level work.

Standards-Based Report Cards

A standards-based report card emphasizes "learning" over "earning". Each semester provides scholars multiple opportunities to practice, attain, and demonstrate proficiency on the PA Core Standards and the Propel Schools performance benchmarks.

Through the identification of clear benchmarks, a scholar's knowledge and skills are measured on a continual basis, stretching scholars to perform at their highest level of potential. Teachers collect evidence of a scholar's achievement through careful observations, the examination of the scholar's work, discussions, projects, performance tasks, quizzes, and tests. Teachers record information about each scholar's progress on a frequent basis, analyze and compile that information, and finally use the data to evaluate each scholar's progress and provide meaningful feedback with scholars to encourage growth and achievement.

Scholars are continually required to reflect on their learning and provide evidence of their growth through scholar-led conferences, portfolios, and academic check-ins in classes. This approach not only leads to scholars who reach deeper levels of learning and who are better prepared for college and career, but allows scholars to become leaders of their own learning.

Scholar-Led Conferences

High School scholars and parents are expected to attend two conferences over the course of the school year, typically in November, and March. Please see the school year calendar for the actual dates. Parents are notified a few weeks prior to each conference of time slots and asked to sign up in advance for a conference time. Families are asked to select a time slot in advance of the conference days.

- In August, parents/guardians meet at their scholar's school for initial introductions followed by a review of the Scholar and Family Handbook. Scholars and families commit to uphold the Propel commitments and values by signing the Scholar and Family Handbook agreement.
- In November and March, scholars lead the conference. Scholars share initial assessments, discuss particular strengths and weaknesses, and share their academic and social learning goals for the school year. A short progress report with information about the scholar's habits of work, academic performance, and social skill is also distributed in addition to all other data points such as discipline and attendance reports.
- If needed, a conference will be held in April to discuss academic concerns that may require credit recovery during summer months.

It is expected that every high school scholar attends all conferences. Scholars must attend each

conference, along with a parent or guardian, or the conference must be rescheduled.

Advanced Placement (AP) Requirements

Propel high schools offer Advanced Placement Programs. Every course is College Board approved and counts for college credit at many colleges and universities should the scholar earn a score of a 3 (and in some cases a 4) or higher on the College Board AP exam or portfolio presentation. AP courses are offered in a variety of learning modes such as in-person, synchronous and asynchronous opportunities.

All Advanced Placement (AP) courses receive a weighted calculation in the scholar's GPA. Advanced Placement courses receive a 0.5 addition to their GPA when a scholar earns credit in these courses. This bump is not reflected in the grade on the report card or transcript, but rather factored into the scholar's GPA. The 0.5 addition is omitted if the scholar does not earn a passing grade of D or higher in the course.

Credit Recovery Overview

If a scholar fails to earn a passing grade during the school year, then scholars are expected to recover the credit by the first official school day of the following school year. Credit recovery is offered at all Propel High Schools through the Waterfront Learning platform. Please read below for important information regarding course grades and GPA related to credit recovery:

- The grade of the recovered credit must be a D or higher.
- The final course grade will be replaced by a C (70% or higher) or D (60-69%) once credit is recovered.
- GPA calculations will be updated by the end of the add/drop period the following year.

Propel Habits

Propel Habits are a specific set of community values that seek to build the habits and mindsets that scholars need to be successful in high school and beyond Propel. The 5 Propel Habits are our network-wide expectations for all members in our learning communities. These Habits were intentionally chosen to embody the skills that will help scholars succeed not only in Propel Schools, but in college, their careers, and beyond. Demonstrating, teaching and celebrating the 5 Habits with our scholars is an integral part of our mission at Propel to catalyze the transformation of public education so that all children have access to high-performing public schools.

Own It	Walk Through the Door	Look in the Mirror	Treat Others the Way You Want to be Treated	Do Your Part
Academics	Attitude	Behavior & Pride	Kindness	Teamwork
Work Hard Set Goals Be Responsible	Get Here Be Positive Never Give Up	Be Accountable Be Honest Be Dedicated	Be Courteous Be Engaged Be Empathetic	We Want... We Can... We Will...

Excellence is not an act, but a habit! Your actions become your habits, your habits become your values, your values become your destiny. The direct link between actions, habits, values and destiny is important. The Greek philosopher, Aristotle, said "*We are what we repeatedly do. Excellence, then, is not an act, but a* ***habit***."

Own It: Scholars engage in discussions, focus on tasks and learning during class, and set and monitor goals.

Walk Through the Door: Scholars are on time and prepared for class, and are active participants in their learning.

Look in the Mirror: Scholars hold themselves accountable for completing assignments, responding to teacher feedback and initiating reassessments.

Treat Others the Way You Want to be Treated: Scholars are courteous and use appropriate language, actively listen to others, and follow school rules so that all have the opportunity to safely participate and learn.

Do Your Part: Scholars share ideas with adults and peers, collaborate respectfully, and engage in academic activities with others.

Course Selection Process

Scholars have the opportunity to select certain courses as part of their Propel High School Experience. Propel High Schools have a large number of required courses to ensure that scholars have access to a well-rounded education and are exposed to a variety of content, including a Fully Valued Arts Program. The following is the course selection process that all Propel high schools follow:

Winter

- Review transcripts and graduation map
- Review Summer Credit Recovery Options (if necessary)
- Scholar review of Course Catalog
- College and Career Counselor lesson(s) on advising scholars on required next courses and prerequisites
- Scholars complete course requests through Skyward

Spring

- Schools complete Master Schedules
- Schools finalize scholar schedules for grades 10-12

Summer

- Schools reach out to incoming freshman to determine course schedules
- Schools adjust scholar schedules based on recovered credits
- All courses are balanced and class size minimized to create optimum learning environments
- Families contacted to set up a time for a meeting to review schedules.

Fall

- All scholars follow their given schedule. Scholars should always follow their most recent printed schedule.
- Add/Drop period is for the first 2 weeks of school ONLY. This is an opportunity for parents and scholars to request a course change. Not all requests will be able to be satisfied.
- The last day for add/drop for the 2026-27 school year is **Friday, September 4, 2026**.

Academic Curriculum and Course of Study Recommendations

The chart outlines the recommended course of study for various content areas, consistent with the graduation requirements previously described. Each course has prerequisites, though some may include co-requisites, as described in each course description.

Four Year Course Planning Guide				
	GRADE 9	**GRADE 10**	**GRADE 11**	**GRADE 12**
1	**English 9**	**English 10**	**English**	**English**
2	**Mathematics**	**Mathematics**	**Mathematics**	*Elective
3	**Science**	**Science**	**Science**	*Elective
4	**Social Studies**	**Social Studies**	**Social Studies**	**Social Studies**
5	*Elective	*Elective	*Elective	*Elective
6	*Elective	*Elective	*Elective	Elective if required to complete Propel Graduation Requirements
	*Fitness, Wellness and World Language are required elective courses.			

Exceptions to the Course of Study

1. Scholars who meet a performance level of “Proficient” or “Advanced” on the Algebra I Keystone Exam during their 8th grade year will be placed directly into Geometry in their 9th grade year, and the scholar will be granted 1 earned credit for Algebra I.
2. Scholars may elect to take Geometry and Algebra II in the same year (concurrently).
3. All transcripts will be reviewed by the College and Career Counselor to determine how transferred credits apply.
4. All other exceptions will be reviewed by the administration.

Pennsylvania Career Education Work Standards

Pennsylvania’s economic future depends on having a well-educated and skilled workforce.

Career Education and Work standards reflect the increasing complexity and sophistication that students experience as they progress through school, focusing on the skills and continuous learning and innovation required for students to succeed in a rapidly changing workplace. The standards are written as grade-banded standards built around the concepts of career awareness and exploration, employability skills, growth and advancement, and personal interests and career planning.

Career Education and Work (CEW) is required by **Pennsylvania Act 13** and is part of the state's graduation readiness expectations. CEW ensures that all students graduate with career awareness, a postsecondary plan, and documented career preparation experiences. Scholars are required to build a portfolio that houses all of their CEW artifacts. By the end of 11th grade, each scholar will have a career portfolio containing K-5 and 6-8 grade band evidence, and an additional eight pieces of evidence, collected in the 9-11 grade band that validates meaningful completion of all four CEW standards. At least two of these pieces of evidence for the 9-11 grade band must demonstrate the implementation of the student's individualized career plan.

CEW is **not a single course**. It is embedded across instruction, counseling, advisory, and career-related activities throughout a student's K–12 education.

Propel high school scholars will complete all CEW requirements in alignment with Pennsylvania Career Education and Work Standards in four areas:

1. **Career Awareness & Exploration**
2. **Employability Skills**
3. **Growth & Advancement**
4. **Personal Interests & Career Planning**

See more information about Career Education and Work Standards in Appendix B.

Dual Credit and Scholar Career Pathways

Propel Schools is committed to ensuring that all high school graduates are prepared for post-secondary success. In this preparation, Propel Schools offers scholars opportunities to attend recognized U.S. Department of Education institutions of higher education (IHE) that eliminate barriers to participation.

At Propel Schools, Scholar Pathways and Dual Credit refers to courses taught to high school scholars for which the scholar receives both high school credit and college credit. This includes coursework offered through College in High School and Early College Programming whether it is in person, online or hybrid. Propel Schools is offering synchronous elective courses during the traditional school day as a possible option for scholars. These courses must be aligned to a scholar's graduation requirements or the career pathway offered by Propel Schools.

SCHOLAR APPLICATION REQUIREMENTS

- Must have and maintain a 3.0 GPA with Propel Schools
- Must be on track to graduate
- Must be in 11th or 12th grade
- Must receive a recommendation submission from principal
- Must complete IHE application process and dual enrollment supplemental form
- Scholars must participate in classroom coaching, guidance and tutoring.

Dual Credit

1 Propel Credit

+College Credit

Grades: 11, 12

Dual Credit Policy

PA Dual Credit Guidelines

Scholars who successfully pass a Propel-approved dual credit course will earn one credit toward Propel Schools Graduation Requirements and college credits. Scholars may not earn this credit in any Keystone Exam courses.

- Secondary school scholars receive postsecondary credit at or through an IHE approved to operate in Pennsylvania;
- Credits earned by a secondary school scholar are the same credits offered to a postsecondary school scholar enrolled at the IHE and are recorded on the secondary school transcript and the scholar's IHE transcript;
- Courses may be offered in person, online or a combination of in person and online;
- When possible, dual credit courses are aligned to the scholar's graduation requirements or the requirements of a career pathway offered by the scholar's school.

The goal of Dual Credit and the Scholar Career Pathways programs are to provide Propel high school scholars with a set of mapped out and aligned career options or individual courses that promote better decision-making and prepares scholars for future success in select, high opportunity occupations. High Priority Occupations (HPO's) are identified, approved and recognized by the PA Department of Labor, PA Department of Education, PA Careerlink and Partners4Work (formerly Three Rivers Workforce Investment Board). HPO's are occupations that are in demand by employers, have higher skill needs and provide family sustaining wages.

With the new BHHS pathways, scholars will gain a clear focus on workforce readiness skills in 10th grade through workforce development courses and the creation of a career and job-ready portfolio. These courses will also support focused math and ELA skill development to prepare scholars for college placement exams. At BHHS, scholars will have the opportunity to choose from various college pathways, including Health Services (EMT), Manufacturing (Mechatronics and Welding), Drone/Aviation, JROTC, and Dual Credit programs which include business, computer science/ cybersecurity, psychology, mechatronics engineering and more.

Each pathway will consist of a variety of experiences both during and outside of the school day that build scholar exposure, knowledge, and career training in the selected fields. Some of the activities that scholars can expect to participate in include job shadowing, summer work experiences (paid/unpaid), internships, mock interviews, resume building job skills training, career days and more.

As an NC3Start School, CCAC offers **certificate programs** designed and validated by industry leaders such as Festo, Trane, and the mikeroweWORKS Foundation. Certifications, awarded in partnership with prestigious organizations like the National Coalition of Certification Centers (NC3) and Universal Robots, **are available to dual credit scholars upon program completion**.

Scholars also have the opportunity to attend Point Park University, The Community College of Allegheny County and The University of Pittsburgh at Greensburg for individual Dual Credit Courses.

Drone Aviation

2.0 Credits Elective

Course 06010

PIMS 20053

Drone Policy

The Drone AOPA-CATT Aviation Program at the Hosanna House will provide guidance to scholars who desire to become commercial drone pilots and/or who want to pursue a career in aviation. This course prepares scholars for The Recreational UAS Safety Certification Test (TRUST) while also giving the scholars an opportunity to obtain their 107 Commercial Drone Pilot Certification.
HOSANNA HOUSE - AOPA-CATT AVIATION PROGRAM (at Hosanna House Location)

*This is a full year afternoon program with required attendence with partial year around outdoor learning at a Hosanns House Facility. .
*Grade 12 BHHS Scholars Only- Limited availaibity
*Principal recommendation is required.

Welding

Propel Scholars will gain hands-on vocational training that introduces the fundamentals of welding and provides pathways toward professional certification as they advance. This course

allows scholars to fulfill graduation requirements through the evidence-based pathway while developing real-world skills. Scholars will have the opportunity to earn OSHA, CPR, and D.1.1 welding certifications. Instruction includes both indoor and outdoor welding experiences, with direct guidance and mentorship from professionals in the field. Additional opportunities may include career exploration, workplace safety training, and project-based welding challenges. Enrollment is limited to 5 scholars per semester, and participation requires principal recommendation and a completed application.

SCHOLAR APPLICATION REQUIREMENTS

- Must have and maintain a 2.0 GPA with Propel Schools
- Must be on track to graduate
- Must be in 11th or 12th grade
- Must receive a recommendation submission from principal
- Must complete IHE application process and dual enrollment supplemental form
- Scholars must participate in classroom coaching, guidance and tutoring.

Welding

1.5 Credits

Welding Policy

Course

PIMS 13202

iaw

Over the course of a semester (up to 150 hours), scholars will gain foundational welding skills and practice in preparation for the American Welding Society's D.1.1 Welding Certification. Testing will be coordinated by IAW at their facility with a Certified Weld Instructor.
Grades: 11, 12

*Note: Passing the D.1.1 certification is contingent on each scholar's technical proficiency. Passing this examination will lead to a certified industry-recognized credential in welding. 730

Emergency Medical Technician Training Option

This year-long course prepares scholars with the knowledge and skills to provide basic-level emergency care in a pre-hospital setting, aligned with the National Education Standards for EMT as approved by the Pennsylvania Department of Health. Scholars will learn emergency care for cardiac arrest, medical and trauma emergencies, patient assessment, oxygen administration, pharmacology for emergency care, and EMS operations. The course includes classroom instruction, hands-on skill labs, and a required clinical rotation in a hospital or approved facility. Scholars must be fully committed to the course and meet all requirements for the Functional Position Description for EMT, making it a key pathway for those pursuing health career fields.

EMT

Course

PIMS 14055

CTE Policy

Emergency Medical Technology courses place a special emphasis on the knowledge and skills needed in medical emergencies. Topics typically include clearing airway obstructions, controlling bleeding, bandaging, methods for lifting and transporting injured persons, simple spinal immobilization, infection control, stabilizing fractures, and responding to cardiac arrest. The courses may also cover the legal and ethical responsibilities involved in dealing with medical emergencies. These courses may prepare students to obtain certification in Emergency Medical Response (EMR), CPR, First Aid, Incident Command System (ICS), and Wilderness First Responder.

Grades: 11, 12 (16 Years of Age)







Course Descriptions

Advanced Placement Course Offerings

With AP®, students can take college-level course work in high school. When students take AP courses and exams, they demonstrate to college admission officers that they have sought out an educational experience that will prepare them for success in college and beyond. Performing well on an AP Exam means more than just the successful completion of a course. Most colleges and universities accept successful exam scores for credit, advanced placement, or both. And research consistently shows that students who are successful in AP typically experience greater academic success in college than those who don't participate in AP.

AP Computer Science Principles

1 Credit Elective

06003A

PIMS 10019

AP Computer Science Principles introduces students to the breadth of the field of computer science. This course is equivalent to a first-semester, college-level breadth course in computer science. AP® Computer Science Principles is designed to encourage a diverse group of students to explore computer science.

This course introduces students to a broad set of big ideas. These big ideas are creative development, data, algorithms and programming, computing systems and networks, and the impact of computing. Additionally, this course emphasizes the use of computational thinking practices for effective learning experiences and problem solving. These practices include computational solution design, algorithms and program development, abstraction in program development, code analysis, computing innovations, and responsible computing. In this course, students will learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They will incorporate abstraction into programs and use data to discover new knowledge. Students will also explain how computing innovations and computing systems, including the Internet, work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.

Grades: 10- 12
Prerequisites: 3.0 gpa or higher; Advanced on Keystone Algebra 1 Exam

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AP English Language and Composition

1 Credit Elective

Course 01005A

PIMS 01005

AP English Language and Composition teaches students how writers use language to create meaning. Students will read and analyze a variety of nonfiction genres, including essays, journalism articles, political writings, science writings, nature writings, autobiographies, biographies, diaries, speeches, history writings, and criticisms. The primary focus is on writing evidence-based analytical, synthesis, and argument essays and analyzing the rhetorical choices of a wide range of nonfiction writers. In addition to analyzing written texts, students will also study visual rhetoric such as photographs, advertisements, and political cartoons. As stated in the AP English Language and Composition Course Description, students learn to "evaluate, synthesize, and cite research to support their arguments . . . [and] read and analyze rhetorical elements and their effects in nonfiction texts."

Students learn critical reading and writing skills, which are honed by the close reading, writing, and revising of original essays.

Grades: 11 or 12
Prerequisites: English 10; Advanced or Proficient on Keystone Literature Exam
This Advanced Placement course may take the place of English 11 or 12

AP English Literature and Composition

1 Credit Elective

Course 01007A

PIMS 01006

AP English Literature and Composition is a yearlong, introductory college-level literature course designed to prepare students for the Advanced Placement (AP) English Literature and Composition exam. In this course, students develop the fundamentals of literary analysis and introductory college composition. The course focuses on analyzing, evaluating, and interpreting literary fiction, poetry, and drama from a collection of literary periods and authors. The diverse canon allows students to explore the function of character, setting, structure, narrator, and figurative language in literature from a variety of perspectives. Through a wide range of instruction and collaborative writing activities, students articulate their interpretation of literature in writing. The course exam preparation and practice anticipates and addresses common student misconceptions.

Grades: 11 or 12
Prerequisites: English 10; Advanced or Proficient on Keystone Literature Exam
This Advanced Placement course may take the place of English 11 or 12

AP Studio Art and Design

1 Credit Elective

Course
2D: 08004A
3D: 08005A
Drawing: 08006A

PIMS
2D: 05174
3D: 05175
Drawing: 05172

In an AP Art and Design course, scholars will develop the skills that artists and designers use and create a portfolio of work they will submit for an AP score. AP Art and Design scholars submit their portfolios digitally through the AP Digital Portfolio Portal.

AP 2-D Art and Design: Develop your 2-D skills through materials and processes such as graphic design, photography, collage, printmaking, and fashion illustration.

AP 3-D Art and Design: Develop 3-D skills in materials and processes such as sculpture, architectural rendering and models, metal work, ceramics, and glass work.

AP Drawing: Develop your drawing skills as you experiment with materials and processes such as analog and digital drawing, painting, printmaking, and mixed media work.

Note: This is an Advanced Placement course that may result in earned college credits.
Prerequisites: Visual I & Visual II, Approved portfolio submission (5 images)
Grades: 10-12

AP US Government and Politics

1 Credit Elective

02009A

PIMS 04157

AP US Government and Politics is a semester-long, college-level course designed to prepare students for the Advanced Placement (AP) US Government and Politics exam. The goal of this course is to explore and analyze important concepts of US government and politics. By the end of this course, students will have an understanding of the US Constitution and political system. Students will demonstrate their understanding and acquisition of skills through written work, project-based activities, and practice exams.

Grades: 10-12
Prerequisites: Civics & Government; 3.0 gpa or higher
This Advanced Placement course may take the place of US History or World Cultures.

AP US History

1 Credit Elective

Course 02004A

PIMS 04104

This year-long AP US History course provides an in-depth study of American history from the pre-Columbian era to the present. The course emphasizes themes such as national identity, economic transformation, immigration, politics, international relations, geography, and social and cultural change. Students learn to assess historical materials, weigh the evidence and interpretations presented in historical scholarship, and analyze and express historical understanding in writing.

Grades: 10-12
Prerequisites: Civics & Government; 3.0 gpa or higher
This Advanced Placement course may take the place of US History.

AP World History: Modern

1 Credit Elective

02010A

PIMS 04067

AP World History: Modern is a yearlong, college-level course designed to prepare students for the Advanced Placement (AP) World History: Modern exam. The goal of this course is to explore historical themes common to societies around the world and across time periods, from 1200 to the present day. Emphasis is placed on document analysis, historical thinking skills, reasoning processes, and essay writing. Students will demonstrate their understanding and acquisition of skills through written work, document-based questions, project-based activities, and practice exams.

Grades: 11-12
Prerequisites: Civics & Government, US History or AP US History, and Financial Literacy; 3.0 gpa or higher
This Advanced Placement course may take the place of World Cultures.

Business, Computers & Information Technology

Business Enterprise

The class will develop a business plan and implement that plan including market research, finance, supply chain and sales. Scholars will have the opportunity to hear from various local entrepreneurs to build their networks within the community. Ideally the course will lead to the development of

1 Credit Elective

Course 09001

PIMS 12998

additional business plans that will become scholar enterprises in the future. This course may also introduce skills that develop, test, and launch a business plan, all while gaining skills around communication, collaboration, design practice and problem solving. Scholars will develop an entrepreneurial mindset in a variety of settings that include classroom work, on the job experiences and regional business competitions. Career experiences and exploration of business occupations will be explored as well.

Grades 10-12 elective

Computer Essentials

0.5 Credit Elective

06021

PIMS 10004

This course empowers scholars with the digital competencies essential for academic success and professional life. Using the Google for Education Applied Digital Skills curriculum, the course focuses on three primary areas: Google Workspace mastery (Docs, Sheets, Slides, and Forms), project management, and online safety. Scholars will apply digital tools to plan, organize, and collaborate on projects with a focus on digital citizenship and cybersecurity. To support these core areas, the course provides an introduction to touch-typing for increased efficiency, as well as foundational exposure to basic computer science concepts and hardware troubleshooting. By blending technical proficiency with project-based learning, scholars develop the critical thinking and organizational skills required to thrive in a digital-first world. By the end of the course, scholars will be prepared to confidently use technology for learning, collaboration, and future career readiness.

Grades 9-10 elective

Design Process/ 3D Printing

0.5 Credit Elective

Course 06002

PIMS 11199

In this course scholars will learn about the application of the design process with 3D printing, printer setup, maintenance, design and implementation. Using computer-aided software (CAD), scholars will have the opportunity to immerse themselves in the product design process to create marketable products. Scholars will build their critical thinking and problem solving skills as they create a product from start to finish. They will be responsible for monitoring, maintaining, repairing the 3D printer while their product is under production.

Grades 9-12 elective

Digital Literacy

0.5 Credit Elective

Course 06001

PIMS 10010

Hello World: Coding & Digital Literacy
This course introduces high school scholars to the fundamentals of coding and digital literacy through hands-on, project-based learning. Scholars will learn basic programming concepts, computational thinking, and problem-solving skills using beginner-friendly coding languages and platforms. The curriculum also emphasizes digital literacy, including online safety, effective research, and using technology for collaboration and creativity. By the end of the course, scholars will have built their first coding projects, gained confidence in technology, and developed skills that prepare them for future coursework and careers in computer science and other digital fields.

Grade 9-12

Workforce 9

0.5 Credit Elective

10008

PIMS 25001

This course offers freshmen the opportunity to investigate areas of interest. Course objectives include self-regulation, emotional intelligence, resume building, interviewing skills, social media, cybersecurity, prioritizing tasks technology for efficiency, and LinkedIn profile development. Freshmen begin exploration and planning for their future college and/or career interests.

Grade 9

Workforce Development 10

0.5 Credit Elective

10009

PIMS 25001

Throughout the Propel/CCAC WorkForce Development High School Course, you will build a Workforce Development Portfolio using Google Drive. This portfolio is a collection of your work that shows how you are developing real-world skills connected to careers, college, and life after high school. Instead of focusing only on grades, this portfolio highlights your growth, effort, and readiness for the future.

By the end of the course, you should be able to look at your portfolio and clearly see how your skills, confidence, and career awareness have grown over time. This course is required by all 10th grade scholars.

English Language Arts

In English Language Arts Classrooms We Do Our Part

- **We want** our scholars to be able to read and write proficiently to have the capacity to handle the rigors of college and career expectations.
- **We can** provide scholars with opportunities to read complex texts, ground their writing and discussion in evidence, and carry the cognitive load.
- **We will** provide instruction that allows our scholars to meaningfully read, think, talk and write while also providing just in time supports to teach/re-teach reading and writing skills explicitly and systematically.

English 9

1 Credit

Course: 01001

PIMS 01001

Required

English 9 provides ninth grade scholars with a strong foundation to continue their study of English. Each unit begins with a compelling question such as "What does it mean to be American?," "How can words inspire change?," or "Do we determine our own destinies?" Through whole-group, small-group, and independent learning opportunities, scholars will read texts from a variety of genres (including multimedia) in order to broaden and deepen their perspectives on each unit topic. At the end of each unit, scholars will pull together the content knowledge, process skills, and academic habits they have acquired and demonstrate their learning through a performance-based assessment. These performance-based assessments include everything from podcast productions to non-fiction narratives to dramatic readings. Throughout the year, scholars are given increasing responsibility for their learning as they set goals, self-assess, and monitor and reflect on their progress.

English 10

1 Credit

Course: 01001

PIMS 01002

Pennsylvania Keystone Exams

Required

English 10 continues building on the core proficiencies of scholars' freshmen year. Each unit begins with a compelling question such as "What is the allure of fear?," "What is the relationship between power and freedom?," or "Why do people acquire more than they need?" Through whole-group, small-group, and independent learning opportunities, scholars will read texts from a variety of genres (including multimedia) in order to broaden and deepen their perspectives on each unit topic. At the end of each unit, scholars will pull together the content knowledge, process skills, and learning habits they have acquired and will demonstrate their learning through a performance-based assessment. These performance-based assessments include everything from podcast productions to multimedia presentations to explanatory essays. Throughout the year, scholars are given increasing responsibility for their learning as they set goals, self-assess, and monitor and reflect on their progress.

***Prerequisite: English 9**

Scholars enrolled in this course take the Keystone Literature Exam in the spring.

English 11

1 Credit

Course: 01004

PIMS 01003

Required

In English 11, scholars use the core proficiencies built in their freshman and sophomore years and apply them to historical periods in US history. Each unit begins with a compelling question such as “What role does individualism play in American society?,” “In what ways does the struggle for freedom change with history?,” or “What is the relationship between literature and place?” Through whole-group, small-group, and independent learning opportunities, scholars will read texts from a variety of genres (including multimedia) in order to broaden and deepen their perspectives on the unit topic. At the end of each unit, scholars will pull together the content knowledge, process skills, and learning habits they acquired and will demonstrate their learning through a performance-based assessment. These performance-based assessments include everything from personal narratives to informative essays to panel discussions. Throughout the year, scholars are given increasing responsibility for their learning as they set goals, self-assess, and monitor and reflect on their learning.

***Prerequisite: English 10**
Required if not taking AP English Language and Composition or AP English Literature and Composition

English 12

1 Credit

Course 01006

PIMS 01004

Required

In their capstone ELA course, scholars explore topics and texts related to historical periods in British and World History. Each unit begins with a compelling question such as “What makes a hero?,” “What factors lead people to criticize their society rather than simply accept it?,” or “How do our attitudes toward the past and future shape our actions?” Through whole-group, small-group, and independent learning opportunities, scholars will read texts from a variety of genres (including multimedia) in order to broaden and deepen their perspectives on the unit topic. At the end of each unit, scholars will pull together the content knowledge, process skills, and learning habits they acquired and will demonstrate their learning through a performance-based assessment. These performance-based assessments include everything from reader’s theater productions to reflective narratives to explanatory essays. Throughout the year, scholars are given increasing responsibility for their learning as they set goals, self-assess, and monitor and reflect on their learning.

***Prerequisite: English 11**
Required if not taking AP English Language and Composition or AP English Literature and Composition

AP English Language and Composition

1 Credit Elective

Course 01005A

PIMS 01005

AP® English Language and Composition teaches students how writers use language to create meaning. Students will read and analyze a variety of nonfiction genres, including essays, journalism articles, political writings, science writings, nature writings, autobiographies, biographies, diaries, speeches, history writings, and criticisms. The primary focus is on writing evidence-based analytical, synthesis, and argument essays and analyzing the rhetorical choices of a wide range of nonfiction writers. In addition to analyzing written texts, students will also study visual rhetoric such as photographs, advertisements, and political cartoons. As stated in the AP English Language and Composition Course Description, students learn to “evaluate, synthesize, and cite research to support their arguments . . . [and] read and analyze rhetorical elements and their effects in nonfiction texts.”

Students learn critical reading and writing skills, which are honed by the close reading, writing, and revising of original essays.

Grades: 11 or 12
Prerequisites: English 10; Advanced or Proficient on Keystone Literature Exam
This Advanced Placement course may take the place of English 11 or 12

AP English Literature and Composition

1 Credit Elective

Course 01007A

PIMS 01006

AP English Literature and Composition is a yearlong, introductory college-level literature course designed to prepare students for the Advanced Placement (AP) English Literature and Composition exam. In this course, students develop the fundamentals of literary analysis and introductory college composition. The course focuses on analyzing, evaluating, and interpreting literary fiction, poetry, and drama from a collection of literary periods and authors. The diverse canon allows students to explore the function of character, setting, structure, narrator, and figurative language in literature from a variety of perspectives. Through a wide range of instruction and collaborative writing activities, students articulate their interpretation of literature in writing. The course exam preparation and practice anticipates and addresses common student misconceptions.

Grades: 11 or 12
Prerequisites: English 10; Advanced or Proficient on Keystone Literature Exam
This Advanced Placement course may take the place of English 11 or 12

Literature of a Genre *Young Adult Literature*

Credit 0.5

Course: 01018

PIMS 01099

Elective

This College-Preparatory English is a rigorous English elective that uses high-quality Young Adult (YA) literature as the primary vehicle for developing students' reading, writing, speaking, and critical thinking skills. The course is designed to prepare students for **Keystone English assessments** and **college English composition** without the linguistic barriers often associated with archaic or inaccessible texts.

Grades 9-12

Independent Learning Electives

Independent Learning

Credit 0.5

Electives

Independent Learning Electives provides a variety of courses in an asynchronous learning platform. Scholars work at their own pace and set goals with the classroom teacher facilitator. Some elective courses include, but are not limited to: Advertising, Gothic Literature, Music Appreciation, Criminology, Forensic Science, Family and Community Services, Anthropology, Coaching, College and Career Readiness, Peer Counseling.

Mathematics

Propel Schools will provide a conceptual mathematical learning experience that is scholar-centered, real-world applicable, and differentiated to meet the needs of all scholars. In our math classrooms: scholars work collaboratively, scholars think critically, and scholars actively communicate.

Algebra I

1 Credit

Course 03001K

PIMS 02052

Pennsylvania Keystone Exams

Required

In Algebra I, scholars learn the concepts and habits of mind necessary to solve algebraic problems. Major topics include Relationships Between Quantities and Reasoning with Equations and Their Graphs, Descriptive Statistics, Linear and Exponential Functions, Polynomial and Quadratic Expressions, Equations, and a Synthesis of Modeling with Equations and Functions. Emphasis is on using algebraic techniques to represent situations and solve problems.

Grades: 9
**Scholars enrolled in this course take the Keystone Algebra Exam in the Spring.

Geometry

This course presents content and topics such as Congruence, Proof, and Constructions, Similarity, Proof, and Trigonometry, Extending to Three Dimensions, Connecting Algebra and Geometry Through Coordinates and

1 Credit

Course 03002

PIMS 02072

Required

Circles With and Without Coordinates. All of these topics are built upon a scholar's successful understanding of Algebraic concepts and apply many of these concepts in real-life settings.

Grades: 9-12

Algebra II

1 Credit

Course 03003

PIMS 02056

In this Algebra course, scholars build on and deepen their understanding of Algebra 1, learning mathematical habits of mind and skills in the context of more advanced topics. These topics include Polynomial, Rational, and Radical Relationships, Trigonometric Functions, Exponential and Logarithmic Functions and Inferences and Conclusions from Data.

Grades: 10-12

Prerequisites: Algebra I and Geometry (may be taken concurrently with Geometry)

Applied Mathematics

0.5 Credit

Course 03007

PIMS 02058



This course will focus on improving and developing scholar mathematical competencies based on math fluency and the PA Keystone Algebra Anchors and Eligible Content. This course is required for scholars performing below the proficient level on the Keystone Algebra Exam.

This course examines specific topics in Algebra, such as basic numbers and operations, linear equations or rational numbers, rather than providing an overview of Algebra.

Grades: 10-12

*Scholars will retake the Algebra Keystone Exam in the winter or spring in alignment with the semester that they are taking the course.

Pre-Calculus

1 Credit Elective

Course 03004

PIMS 02110

This course integrates geometric and algebraic concepts and previews calculus work. Content and topics included throughout the year are Complex Numbers and Transformations, Vectors and Matrices, Rational and Exponential Functions, Trigonometry and Probability and Statistics.

Grades: 10-12

Calculus

1 Credit

Course

PIMS 02121

This course integrates geometric and algebraic concepts and previews calculus work. Content and topics included throughout the year are Complex Numbers and Transformations, Vectors and Matrices, Rational and Exponential Functions, Trigonometry and Probability and Statistics.

Grades: 11-12

Algebra III

1 Credit

Course 03006

PIMS 02057

This college-level algebra course includes the study of linear, polynomial, rational, radical, quadratic, exponential, and logarithmic functions and their graphs. Other topics include inequalities, factoring, systems of equations, complex numbers, and applications. Students enrolling in this course should have a background in college preparatory algebra, including high school Algebra I and Algebra II or equivalent.

Grades: 11-12

*Scholars must have obtained proficient or advanced on the Algebra 1 Keystone.

*Scholars will have the opportunity to take the College Algebra CLEP exam to earn college credit.

The College Board's College Level Examination Program (CLEP) is a nationally recognized credit-by-examination program that provides high school students an opportunity to demonstrate their mastery of college-level materials in introductory subjects and earn college credit. Developed by the College Board, CLEP has been the most widely trusted credit-by-examination program for over 40 years, accepted by 2,900 colleges and universities and administered in over 1,800 test centers. A passing score on particular tests allows students to earn between 3 and 12 credits of college-level coursework before leaving high school, depending on the guidelines of the specific postsecondary institutions.

Music and Performing Arts Electives

Band

1 Credit

Course 08009

PIMS 05101

Scholars study a variety of styles of music literature, emphasizing full band, solo, and ensemble performance. Scholars continue to develop good tone, intonation, articulation, and style. While band is offered to all scholars with previous experience on a traditional band instrument, scholars who have a desire to learn an instrument can have the opportunity to grow and develop their skills. Continued emphasis is given to the development of musicianship and basic skills through a large repertoire of appropriate level band literature.

Grades 9-12- with experience on an instrument

Propel Performing Arts

The innovative Propel Performing Arts Academy gives our scholars the space to create and express themselves through various art forms. Scholars are accepted into this competitive showcase through an extensive audition

Academy

1.0 Credit Elective

Course 06020

PIMS 05060

process.

Grades: 10-12

*This course requires an audition, a year long commitment, and maintained eligibility. Scholars will be required to participate in PPAA during weekly pullout rehearsals and performances *in addition to* the period that they are scheduled for class.

*Only **Varsity** scholars will be scheduled into this credit course. If you are interested in auditioning for PPAA, please choose this during Course Selection.

Physical, Health and Safety Education

Fitness

0.5 Credit

Course 07001

PIMS 08001

Required

Physical Education courses provide scholars with knowledge, experience, and an opportunity to develop skills in more than one of the following sports or activities: team sports, individual/dual sports, recreational sports, and fitness/conditioning activities.
Fitness is a graduation requirement for Pennsylvania and Propel Schools.
Grades 9-12

Wellness

0.5 Credit

Course 07002

PIMS 08051

Required

Topics covered within Health Education courses may vary widely, but typically include personal health (nutrition, mental health and stress management, drug/alcohol abuse prevention, disease prevention, and first aid) and consumer health issues. The courses may also include brief studies of environmental health, personal development, and/or community resources. Health is a graduation requirement for Pennsylvania and Propel Schools.
Grades 9-12

Family and Consumer Science

This course will help students develop proficiency in problem solving, interpersonal skills, citizenship, and leadership, while balancing work and family. It will be designed to combine life-skills and general education students to give both the opportunity to engage with one another and develop skills needed for post high-school success. Some skills that we will

0.5 Credit Elective

Course 09003

PIMS 19251

work on include advocating a healthy lifestyle through teaching skills for coping and stress management; physical fitness and adequate sleep; ensuring food safety and security through food preparation and training in the kitchen; demonstrating personal financial literacy (basic banking skills, budgeting); nurturing and caring for children through simulations and the study of child care theories and practices; resume, cover letter and job interview practice; basic sewing skills; car maintenance (changing a tire, checking oil, switching windshield wiper blades); and first aid skills.

Grades 9-12 elective

Science

Propel Schools will provide an inquiry-based learning experience that is scholar-centered, fosters scientific literacy, and is grounded in real-world application and scholar reflection. In our science classrooms; scholars work collaboratively, scholars think critically, and scholars actively communicate.

Biology I with Lab

1 Credit

Course 04001

PIMS 03051

Required

Biology I with Lab provides the fundamental concepts of life and life processes. This course includes (but is not restricted to) such topics as characteristics of life, ecology, chemistry of life, and cell structure. Laboratory experiments are an integral part of the Biology course.

Grade 9

Biology II with Lab

1 Credit

Course 04002K

PIMS 03052



The Biology II course covers biological systems in more detail. Topics that may be explored include cell organization, function, and reproduction; energy transformation; human anatomy and physiology; and the evolution and adaptation of organisms. Laboratory experiments are an integral part of this course.

Grade 10
Prerequisite: Biology I with Lab
*Scholars enrolled in this course take the Keystone Biology Exam in the Spring.

Required

Chemistry with Lab

1 Credit

Course 04003

PIMS 03101

Required

Chemistry is the study of matter. In chemistry scholars will explore the structure, properties, and interactions between atoms. Scholars will master an understanding of atomic theory, bonding, gas laws, stoichiometry, and energy as it pertains to matter. Scholars will use critical thinking skills and scientific problem solving in laboratory investigations to learn how chemistry is part of their daily lives. Laboratory experiments are an integral part of the Chemistry course.

Grade 11
Prerequisite: Biology I, Biology II

Anatomy and Physiology

1 Credit Elective

Course 04005

PIMS 03053

In the Anatomy and Physiology course, scholars will be introduced to human biology and the science of medicine. Drawing upon basic biological and chemical concepts, scholars explore the intricate anatomical and physiological mechanisms underlying normal human function. Scholars then investigate homeostatic imbalances that cause diseases. In learning about diabetes, for example, scholars gain an in-depth understanding of the endocrine system, the pancreas, the metabolism of sugar, and the biochemical effects of glucose. Lab work covers techniques in histology, anatomy and physiology (including dissections), and biochemistry. Additionally, scholars learn to read critically and respond to articles in scientific journals and the popular media.

Grades 11-12
Prerequisites: Biology I, Biology II, Chemistry

Physics

1 Credit Elective

Course 04006

PIMS 03151

Physics is an advanced level science class that satisfies the high school graduation requirement of a science class. The physics curriculum includes interactions of matter and energy, velocity, accelerations, force, energy, momentum and charge. This class will be run like a college course and will help prepare scholars for university level science courses.

Grades 11-12
Prerequisites: Biology I, Biology II, Chemistry

Social Studies

In Social Studies Classrooms We Do Our Part

- **We want** our scholars to be able to read and write proficiently to have the capacity to handle the rigors of college and career expectations.
- **We can** provide scholars with opportunities to read complex texts, ground their writing and discussion in evidence, and carry the cognitive load.
- **We will** provide instruction that allows our scholars to meaningfully read, think, talk and write while also providing just in time supports to teach/re-teach reading and writing skills explicitly and systematically.

Civics and Government

1 Credit

Course 02001

PIMS 04161

Required

The class aims to increase awareness of the conflicts, compromises, interactions, and struggles throughout the establishment of the American Government and its relationship with the governments of the world. The content, instruction and resources that you acquire will increase one's ability to become an active citizen and critically analyze the world. Scholars will be immersed in topics such as ideas of rebellion; fundamental American documents and their application; the electoral process; legal obligations; public policy and political participation; and your legal rights and responsibilities. Scholars will learn how to participate in the legal system, advocate for their values and beliefs and be positive, proactive contributors to society. The course will also delve into the history of Pennsylvania.
*The Civics Exam is an end-of-course assessment, required by the state under Act 35.

Grade 9

US History

1 Credit

Course 02002

PIMS 04101

Required

This course offers scholars an opportunity to examine our nation's usage of power through the lens of race, class, and gender. 19th, 20th and 21st century history is applied to contemporary US issues. With a focus on social justice, scholars will investigate topics related to our nation's founding, race, economics, and war. Much of our nation's history has been told from the position of power. This course will seek to understand what that position of power is and how it affects various groups of people.

Grade 10
*Prerequisite: Civics and Government
**required if not taking AP US History

Financial Literacy

1 Credit

This course is designed to teach scholars about different aspects of personal finance and entrepreneurship. This course will engage scholars in activities relevant to their lives today and in the future. We will begin with a basic foundation of economic reasoning and thinking. The course will teach scholars the basics of saving and investing, building wealth, credit and debt

Course 02005

PIMS 19262

Required

management, financial responsibility and decision making skills, insurance and risk management, characteristics and roles of entrepreneurs in our economy, and the relationship between income and careers.

Grade 11 required
*Prerequisites: Civics and Government, U.S. History

World Cultures

1 Credit

Course 02006

PIMS 04062

Required

Current World Cultures examines how through the study of culture we can come to understand current world challenges. Scholars will gain an understanding of how history has unfolded and learn to respect cultures both similar and different from their own. Scholars will utilize these skills to strengthen their understanding on the rise of humanity through the study of different cultures, belief systems, trade and interaction between various societies and civilizations. The central themes focus on culture and its impact on all aspects of society throughout the course. This allows them to develop a global perspective through which to interact as a citizen of the world. Current World Cultures has an overall interdisciplinary approach which will touch upon: religion, arts, geography, government, philosophy, history, economics, sociology and anthropology.

Grade 12 required
*Prerequisites: Civics and Government, U.S. History

AP US Government and Politics

1 Credit Elective

02009A

PIMS 04157

AP US Government and Politics is a semester-long, college-level course designed to prepare students for the Advanced Placement (AP) US Government and Politics exam. The goal of this course is to explore and analyze important concepts of US government and politics. By the end of this course, students will have an understanding of the US Constitution and political system. Students will demonstrate their understanding and acquisition of skills through written work, project-based activities, and practice exams.

Grades: 10-12
Prerequisites: Civics & Government; 3.0 gpa or higher
This Advanced Placement course may take the place of US History or World Cultures.

AP US History

1 Credit Elective

Course 02004A

PIMS 04104

This year-long AP US History course provides an in-depth study of American history from the pre-Columbian era to the present. The course emphasizes themes such as national identity, economic transformation, immigration, politics, international relations, geography, and social and cultural change. Students learn to assess historical materials, weigh the evidence and interpretations presented in historical scholarship, and analyze and express historical understanding in writing.

Grades: 10-12
Prerequisites: Civics & Government; 3.0 gpa or higher
This Advanced Placement course may take the place of US History.

AP World History: Modern

1 Credit Elective

02010A

PIMS 04067

World History: Modern is a yearlong, college-level course designed to prepare students for the Advanced Placement (AP) World History: Modern exam. The goal of this course is to explore historical themes common to societies around the world and across time periods, from 1200 to the present day. Emphasis is placed on document analysis, historical thinking skills, reasoning processes, and essay writing. Students will demonstrate their understanding and acquisition of skills through written work, document-based questions, project-based activities, and practice exams.
Grades: 11-12
Prerequisites: Civics & Government, US History or AP US History, and Financial Literacy; 3.0 gpa or higher
This Advanced Placement course may take the place of World Cultures.

Psychology

0.5 Credit Elective

Course 02007

PIMS 04254

The purpose of the Psychology course is to introduce scholars to the systematic and scientific study of the behavior and mental processes of human beings. Scholars are exposed to the psychological facts, principles, and phenomenon associated with each of the major subfields within psychology. They also learn about the methods psychologists use in their science practice. The following units will be explored: Methods, History, Biology of Behavior, Sensation and Perception, Learning, Motivation and Emotion, Development, and Psychological disorders.
Grades 11- 12 elective
Scholars must pass US History with a 2.5+ as a prerequisite.

War and Military History

0.5 Credit Elective

04110

PIMS 04110

Students will explore America's military involvement from conflicts pre-French & Indian War and into the 20th century. Also emphasized will be the origins, outcome, and development of public opinion of each conflict. Tactics, battles, major personnel, and technological innovations will be covered as well. Film and literature related to each conflict will receive special emphasis. The course will require significant interaction with primary source texts, films, and audio as well as considerable individual research.
Grades 9-12

Visual Art Electives

In order to include a variety of course offerings in our Arts programming, we follow a 3 year course plan. Please note that the availability of each course might vary depending on scholar interest and school-specific resources.

Visual Art

2024-2025	2025-2026	2026-2027
• Visual Portfolio I • Visual Portfolio II *(Prerequisite)* • Multimedia Art • 2D Drawing and Design • Ceramics (ASHS,BHHS) • AP Studio Art *(Prerequisite - Teacher Recommendation)*	• Visual Portfolio I • Visual Portfolio II *(Prerequisite-Visual I)* • Multimedia Art • Ceramics (ASHS, BHHS) • 3D Sculpture and Installation • AP Studio Art *(Prerequisites - Visual I & II, Portfolio Submission)*	• Visual Portfolio I • Visual Portfolio II *(Prerequisite-Visual I)* • 2D Drawing and Design • Ceramics I (ASHS,BHHS) • Ceramics II • AP Studio Art *(Prerequisites - Visual I & II, Portfolio Submission)*

The following courses will be offered during the 2026-27 School Year.

Visual Portfolio I

0.5 Credit Elective

Course 08001

PIMS 05170

Scholars will experiment with two-dimensional (such as pencils, paints, charcoal, printing, and pastels) and three-dimensional mediums (such as cardboard, clay, wire, plastic, fabric, and found objects) to create unique works of art guided by the Elements and Principles of Design.. Scholars will learn about various artists and art movements to inspire and influence their work. They will be expected to keep a sketchbook to compile research, notes, rough sketches, and brainstorming throughout the year. All scholars will complete a visual portfolio with accompaniments involving the artist, the artist's influences, and the work's meanings.

Grades: 9-12

Visual Portfolio 2

0.5 Credit Elective

Course 08002

PIMS 05170

Scholars will continue to explore two-dimensional and three-dimensional mediums to further develop and hone their artistic talent. Similar expectations exist as Visual Portfolio I. This course ends in a presentation of scholar visual portfolios.

Grades: 9-12

***Prerequisite: Visual Portfolio I**

Ceramics I

0.5 Credit Elective

Course 08007

PIMS 05159

BHHS, ASHS

Scholars will learn about 3D techniques in Ceramics (handbuilding, wheel throwing, glazing, kiln firing). Scholars will be expected to explore different uses and applications of Ceramic exploration, including decoration and functional work. Scholars will learn about various artists, art movements and cultures to inspire and influence their work. They will be expected to keep a sketchbook to compile research, notes, rough sketches, and brainstorming throughout the year. All scholars will complete a visual portfolio with accompaniments involving the artist, the artist's influences, and the work's meanings.

Grades: 9-12

Ceramics II

0.5 Credit Elective

08024

PIMS 05159

Ceramics II builds on the foundational skills introduced in Ceramics I, challenging scholars to refine their craftsmanship and expand their creative voice. Scholars will explore advanced handbuilding and wheel-throwing techniques, experiment with surface decoration and glazing methods, and engage in more complex, concept-driven projects. Emphasis is placed on problem-solving, critique, and personal expression as scholars develop a cohesive body of ceramic work while strengthening studio habits and safe practices.
Grades: 9-12
***Prerequisite: Ceramics I**

2D Drawing & Design

0.5 Credit

Course 06006

PIMS 05199

Scholars will refine two-dimensional artistic skills through this course using a variety of media such as graphite, charcoal, acrylic paint, watercolor and pastels. They will learn techniques and processes including drawing, painting, and graphic design. Scholars will reflect and respond to artwork, and learn to present their work for display.

Grades: 9-12

AP Studio Art and Design

1 Credit Elective

Course
2D: 08004A
3D: 08005A
Drawing: 08006A

PIMS
2D: 05174
3D: 05175
Drawing: 05172

In an AP Art and Design course, scholars will develop the skills that artists and designers use and create a portfolio of work they will submit for an AP score. AP Art and Design scholars submit their portfolios digitally through the AP Digital Portfolio Portal.

AP 2-D Art and Design: Develop your 2-D skills through materials and processes such as graphic design, photography, collage, printmaking, and fashion illustration.

AP 3-D Art and Design: Develop 3-D skills in materials and processes such as sculpture, architectural rendering and models, metal work, ceramics, and glass work.

AP Drawing: Develop your drawing skills as you experiment with materials and processes such as analog and digital drawing, painting, printmaking, and mixed media work.

Note: This is an Advanced Placement course that may result in earned college credits.

Prerequisites: Visual I & Visual II, Approved portfolio submission (5 images)

Grades: 10-12

World Languages

Spanish I

1 Credit

Course 05001

PIMS 24052

Required

Spanish I equips scholars with the basic skills to communicate with Spanish speakers and understand the cultures of the Spanish-speaking world. Scholars will begin by learning basic skills such as greeting others, telling the time, and likes/dislikes. An emphasis will be made on distinguishing parts of speech and comparing them to examples in English. Scholars will build on their Spanish vocabulary by using it as a foundation to formulate dialogues and more complex sentences that include details. Grammatical study will include the present tense including irregular verbs, the informal and formal command forms, and direct object pronouns. Study of pure language skills will be accompanied with area studies of the Spanish-speaking world.

Grades: 9/10/11

Spanish II

1 Credit

Course 05002

PIMS 24053

Required

Spanish II builds on what scholars learned the previous year in Spanish I. Scholars use their ability to create Spanish sentences in order to engage in higher order activities in Spanish such as providing and obtaining information, expressing feeling and emotions, and exchanging opinions. Special emphasis will be placed on the mastery of the preterite and future tense and scholars will receive an introduction to the present subjunctive. Spanish II scholars will further their ability to read and write in Spanish. Further development of reading and writing skills are developed through the context of cultural, historical, and literary studies. Scholars will be asked to read increasingly difficult essays, stories and newspaper articles from and concerning Latin America and Spain.

Grades: 10/11/12
*Prerequisite: Spanish I

Academic Support

Foundations A

1 Credit

Course 10001

PIMS 22254

In this class, students will build, develop and increase their problem solving and literacy foundational skills utilizing all content curriculums. Students will have the opportunity to develop and apply positive academic behavior skills to increase their success in high school and beyond. Students will develop better test taking strategies, note taking skills, self-advocacy skills, organizational skills, self-determination skills and other identified skill areas. Students will engage in weekly goal setting and goal progress monitoring in order to develop a deeper understanding of the connection between their learning and studying habits with their school performance. Throughout the course, students' positive academic strategies and career development activities will assist in becoming college and career ready for a global society.

Grades 9-12

Foundations B

1 Credit

Course 10002

PIMS 22253

In this class, students will build, develop and increase their problem solving and literacy foundational skills utilizing all content curriculums. Students will have the opportunity to develop and apply positive academic behavior skills and social/emotional skills to increase their success in high school and beyond. Students will develop better test taking strategies, note taking skills, self-advocacy skills, organizational skills, self-determination skills and other identified skill areas. Students will engage in weekly goal setting and goal progress monitoring in order to develop a deeper understanding of the connection between their learning and studying habits with their school performance. Throughout the course, students' positive academic strategies and career development activities along with their social/emotional development will assist in becoming college and career ready for a global society.
Additionally, the course will provide support to students in constructing a positive academic and social identity while developing skills to build positive relationships between their peers and adults within the school and their

community. Students will build their interpersonal skills in the domains of communication, collaboration and conflict resolution.

Grades 9-12

Transition to Life: Literacy Skills

1 Credit

Course 10003

PIMS S01037

In this class, students will build, develop and increase their problem solving and literacy foundational skills utilizing all content curriculums. Students will have the opportunity to develop and apply positive academic behavior skills to increase their success in high school and beyond. Students will develop better test taking strategies, note taking skills, self-advocacy skills, organizational skills, self-determination skills and other identified skill areas. Students will engage in weekly goal setting and goal progress monitoring in order to develop a deeper understanding of the connection between their learning and studying habits with their school performance. Throughout the course, students' positive academic strategies and career development activities will assist in becoming college and career ready for a global society.

Grades 9-12

Transition to Life: Social Dynamics

1 Credit

Course 10004

PIMS S04305

Through community, classroom and social activities, interactions and experiences, students will develop a sense of self and community with a connection to the world around them on a global level. The students will participate in video conferencing with other countries and states and gain powerful knowledge connecting them to students in other cultures around the world. Students will discuss and delve into current events, our heritage, our great City of Pittsburgh, World Cultures, American and World History, geography and more.

Grades 9-12

Transition to Life: Consumer Mathematics

1 Credit

Course 10005

PIMS S02002

This Mathematics course focuses on functional skills needed to make it in today's consumer rich lifestyle. Students focus on consumer math, shopping, salaries, budgeting, balancing bank accounts, and using ATMs, debit cards, and credit cards. Students will also focus on higher-level math skills necessary for life success.

Grades 9-12

Transition to Life:

In this course, the students will gain an understanding of the foundational concepts of the four areas of Science: Nature of Science, Biological Science,

Science Interactions

1 Credit

Course 10006

PIMS S03239

Physical Science and Earth and Space Science. Students will compare and contrast the four areas of science and identify how they each relate to the world. This course is designed to give the students the basic skills of scientific method, critical thinking, safety and organization in addition to learning science concepts. Additionally, this course will reinforce Reading and Writing in Science and Technology along with exploring careers in Science. Students will be required to journal their scientific observations in and out of the classroom.

Grades 9-12

Transition to Life: Career and Workplace Readiness

1 Credit

Course 10007

PIMS S19257

This course combines a coordinated set of classroom instruction and activities with authentic community-based practice of learned skills. Students will complete career and transition assessments in order to identify their strengths and areas of interest. Instruction will support the student's transition into post secondary education and/or training, employment and independent living.
Students will develop self-awareness, self-advocacy, self-determination and soft skills for the workplace by learning and practicing in a classroom setting and then have the opportunity to practice in authentic settings. Students will participate in various hands-on activities, guest speakers, presentations, role-play, and non-paid community based transition experiences.

Grades 9-12

High School Early Departure

Early School Departure Eligibility

Early School Departure

No Credit

Early School Departure Policy

Senior scholars are eligible for early departure based on dual credit participation, employment and other factors. Junior scholars are eligible for early school departure for dual credit purposes only. Early School Departure will only be approved for scholars who are making adequate progress toward graduation requirements and whose class schedule works within the timeframe requested. All early school departure requests require review and approval by an administrator. Scholars are expected to follow their existing schedule until notified of

approval by their College and Career Counselor.
Approval of early school departure is not guaranteed.
Grade: 12 eligibility
Grade: 11 for dual credit purposes only

Forbes Road Career and Technical Center

Propel Schools is committed to ensuring that all high school graduates are prepared for post-secondary success. In this preparation, Propel Schools offers scholars opportunities to attend Pennsylvania State recognized Career and Technical Educations (CTE) programs that eliminate barriers to scholar success. Scholars are able to apply to Forbes Road Career and Technology Center with the support of their College and Career Counselor. **If/when a scholar applies, it does not guarantee acceptance into a program.**

Career and technical education (CTE) in Pennsylvania offers scholars the opportunity to develop critical skills through a combination of classes and hands-on learning experiences, which allow them to apply learned academics to real-world situations. Scholars enrolled in a CTE program will receive both high school and CTE program certificate credit hours. These courses will be aligned to scholar's graduation requirements offered by Propel Schools.

Propel Scholar CTE Policy

Prerequisites:

- Must have and maintain a 2.0 GPA with Propel Schools
- Must be on track to graduate
- Must be in 11th or 12th grade
- Must receive a recommendation submission from principal
- Must complete CTE application process from a Pennsylvania approved CTE program

Course Selection Form

2026-27 School Year

Please use this form to draft what you need and would like to take next year. Please be sure to check your graduation requirements and any course prerequisites to ensure you request the right courses. Reference the Propel High School Program of Studies and the Student and Family Handbook for course offerings and graduation requirements. You will submit your requests via Skyward.

Propel HS 4 Year Planning Worksheet

Name _____ **Class of** _____

Propel High School 4 Year Planning Worksheet

Freshman Year: Grade 9			Sophomore Year: Grade 10			Junior Year: Grade 11			Senior Year: Grade 12		
Course	**Enroll**	**Cr**	**Course**	**Enroll**	**Cr**	**Course**	**Enroll**	**Cr**	**Course**	**Enroll**	**Cr**
English		1	English		1	English		1	English		1
Social Studies		1	Social Studies		1	Social Studies		1	Social Studies		1
Math		1	Math		1	Math		1	Elective		
Science		1	Science		1	Science		1	Elective		
Elective			Elective			Elective			Elective		
Elective			Elective			Elective			Elective		
Elective			Elective			Elective			Elective		
Elective			Elective			Elective			Elective		
Elective			Elective			Elective					
	Total Credits			**Total Credits**			**Total Credits**			**Total Credits**	
Civics Exam			**Keystone English**								
Keystone Algebra			**Keystone Biology**								

GPA: _____ **GPA:** _____ **GPA:** _____ **GPA:** _____

Post Secondary Plans:

4 yr. College / 2 yr. College / Armed Services / Trade School / Employment / Other: _____

Scholar Signature _____ Parent/Guardian Signature _____

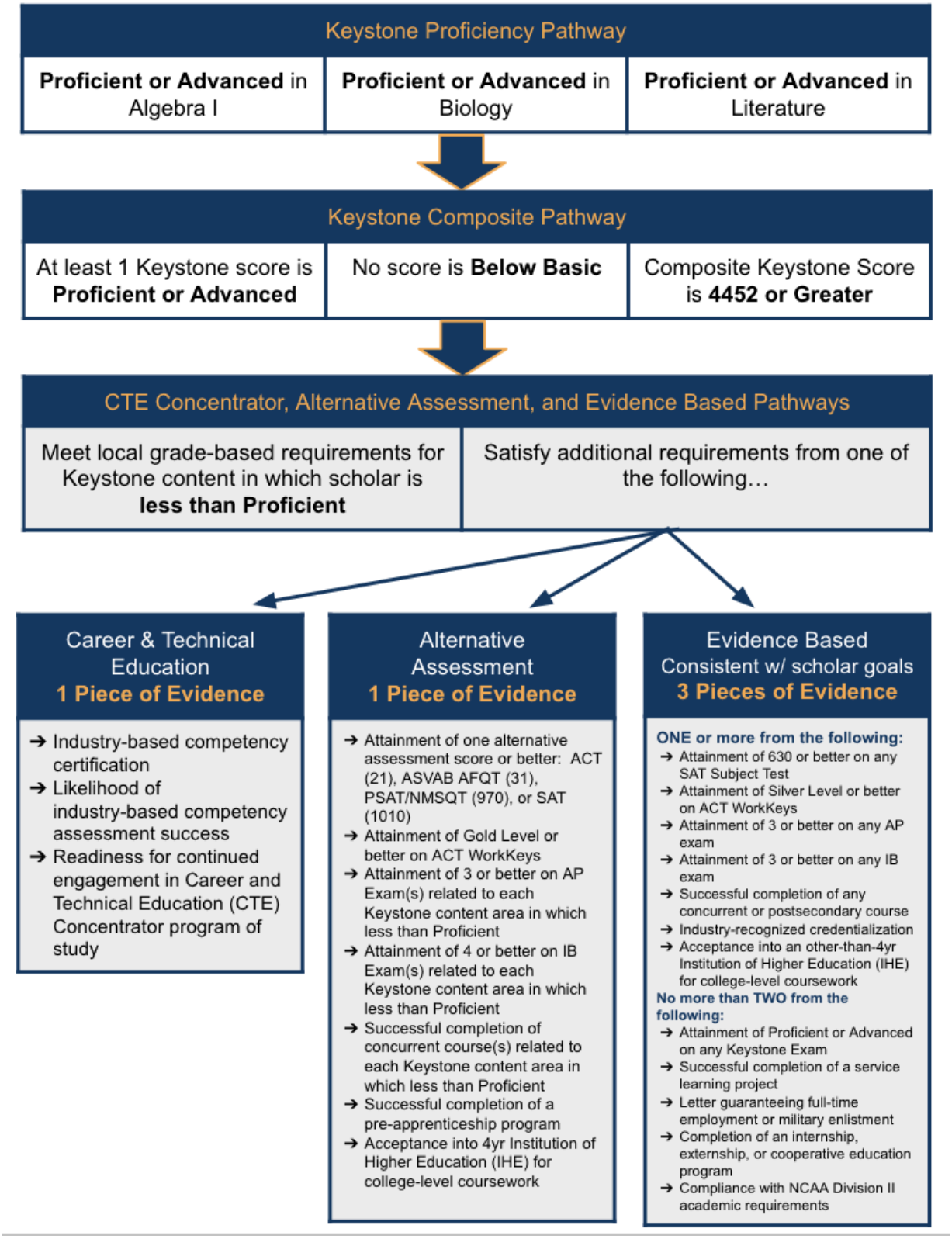
College Career Counselor Signature _____

Appendix A

Pennsylvania

Pathways to Graduation

Pennsylvania Pathways to Graduation



The following PDF outlines the above information and can be downloaded for reference. Use the link to find more information on meeting Act 158 statewide graduation requirements.

Appendix B:

Pennsylvania

Career Education and Work

Standards

Career Education and Work (CEW) is required by **Pennsylvania Act 13** and is part of the state's graduation readiness expectations. CEW ensures that all students graduate with career awareness, a postsecondary plan, and documented career preparation experiences.

1. Career Awareness and Exploration	2. Employability Skills	3. Growth and Advancement	4. Personal Interests and Career Planning
13.1.9-12.A Analyze the relationship between career choices and career preparation opportunities to choose a path.	13.2.9-12.A Identify solutions to existing conditions or problems using critical thinking skills.	13.3.9-12.A Develop strategies for navigating career and life transitions, such as coping with loss of employment, resigning from a job, negotiating a raise or promotion, and employing transferable skills.	13.4.9-12.A Strategically market yourself as a job candidate.
13.1.9-12.B Analyze entrepreneurship and other self-employment opportunities as they relate to personal career goals and corporate opportunities; evaluate successful entrepreneurs in both non-profit and for-profit organizations and how the 4 P's play a role in branding.	13.2.9-12.B Use professional etiquette and observe social protocols when communicating verbally, nonverbally, and in writing.	13.3.9-12.B Identify sources of lifelong learning to strengthen existing skills, develop new skills, and maximize career growth.	13.4.9-12.B Evaluate career options based on personal interests, abilities, aptitudes, achievements, and goals.
13.1.9-12.C Analyze external factors that impact employment opportunities, such as, but not limited to: • Competition • Global influences • Job growth • Job openings • Labor supply • Potential advancement • Potential earnings	13.2.9-12.C Demonstrate shared responsibility for collaborative work and the value of contributions made by team members with various perspectives.	13.3.9-12.C Incorporate feedback and personal reflection to evaluate success towards completing goals and determine a next course of action.	13.4.9-12.C Use a variety of methods to research careers that align with personal interests, values, strengths, and career goals.
13.1.9-12.D Describe employment outlook, organized by in-demand occupations, clusters, pathways, or other methods.	13.2.9-12.D Use job-specific technologies to accomplish work responsibilities in a productive manner.	13.3.9-12.D Analyze and reflect upon the efficacy of your work ethic.	13.4.9-12.D Evolve career plan to enact additional action steps that may include, but not be limited to: • Electives • Extracurricular activities • Coursework • Career interests • Strengths and abilities • Educational and training opportunities • Work-based learning • Industry-recognized credentials
13.1.9-12.E Utilize school- and community-based opportunities for career awareness/preparation.	13.2.9-12.E Evaluate time and project management strategies and their application to both personal and work situations.		
13.1.9-12.F Examine basic labor laws to determine the rights and responsibilities of both employers and employees.	13.2.9-12.F Apply Entrepreneurial Mindset characteristics and skills to school, work, and extracurricular		

	environments.		

Appendix C:

Career Pathways

and

Naviance Family Connection



WHAT ARE CAREER FIELDS, CLUSTERS and PATHWAYS?

Career Pathways provide you with a direction for making informed career decisions. You should attempt to identify career pathways based upon interests, experiences, and abilities. Career clusters group specific careers with common features/skills and designate specific occupations and postsecondary majors related to a chosen Career Field. Career Pathways and Career Clusters will assist you in choosing rigorous courses of study at Propel Braddock Hills High School with the goal of preparing you for careers and extended studies.

Career Pathways at Propel Braddock Hills High School are tied to the 16 national Career Clusters. To ensure graduation requirements are met, you should use this course-planning guide to determine required core and elective courses for grades 9-12. While this document is a general guide to be used during course selection planning, consultation with teachers and counselors is essential.



NAVIANCE
Family Connection

Naviance Family Connection is a comprehensive website that students can use to make plans about careers and colleges. Most students have created a Naviance Family Connection account using his or her personal email address as their username and a password of his or her choice. Any student who has not yet created an account should see his or her counselor for assistance.

Family Connection allows students to:

- **Get involved in the planning and advising process** – Build a resume, complete online surveys, and manage timelines and deadlines for making decisions about careers and colleges.
- **Research colleges** – Compare GPA, standardized test scores, and other statistics to actual historical data from our school for students who have applied and been admitted in the past.
- **Research careers** – Research hundreds of careers and career clusters, and take career assessments.
- **Create plans for the future** – Create goals and to-dos, and complete tasks assigned by the school to better prepare your student for future career and college goals.
- **Search for scholarships** – Use a national scholarship database to search as well as see scholarship information from the School Counseling Office.

Family Connection also lets us share information with students about upcoming meetings and events, local scholarship opportunities, and other resources for career and college information.

The Career and College Pathways listed in the Propel Braddock Hills High School Course Catalog are aligned with the Career Clusters section of Naviance Family Connection. Career clusters are a way of grouping careers with common features and skills. Careers grouped into the same cluster typically require similar education and training. Exploring clusters can be a useful way to find a good career match, especially if you have general areas of interest but are not sure what specific careers match those interests. Career clusters can also help you better understand how your coursework in school can prepare you for certain types of careers. Students are strongly encouraged to visit **Propel Braddock Hills High School's Naviance Family Connection website** to access the login screen and explore all of the helpful resources offered.

Career Clusters include:



Appendix D

Propel Performing Arts Academy

Propel Performing Arts Academy



PPAA Scholar Policy

This innovative Academy allows our scholars to have a platform to collaborate across Propel Schools and gives them a space to create and express themselves through various art forms. Scholars are accepted into this competitive program through an extensive audition process. Selected scholar-artists then meet throughout the school year on a consistent basis in preparation for our performances. The program is an excellent opportunity for scholars who desire to pursue the arts as a career. Many others find this to be a transformative expedition into self-discovery and self-empowerment.

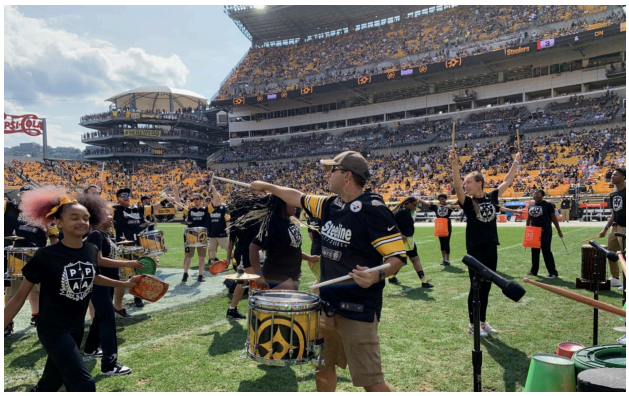
Auditions and Eligibility Requirements

If interested, scholars may sign up for PPAA when scheduling, however, entry into the program and continued participation is determined based on a rigorous audition process and meeting eligibility requirements. The credit option is only available for scholars who make Varsity at the beginning of the year.

Auditions

Auditions will be during the first two weeks of school, with sign-ups to audition during Week 1, and auditions during Week 2. Auditions will take place during the school day at each building.





Appendix E

Propel Athletics and

NCAA Eligibility Information

Propel High School Athletics

Propel Schools Athletic Handbook

ALL PROPEL HIGH SCHOOL SPORTS ARE PIAA AFFILIATED. (Grades 9-12) can participate in the following programs:

- Volleyball
- Basketball
- Bowling
- Cheerleading
- Track & Field
- Football *

Propel Braddock Hills High School and Propel Montour High School boys basketball teams compete in the WPIAL.
Propel Andrew Street High School boys basketball team, Propel Andrew Street High School and **Propel Braddock Hills High School** and Propel Montour High School girls teams participate in the SWCAC.
Bowling teams participate as members of the WPIBL.

Propel Athletics Football Co-Op

Propel Schools and Imani Christian Academy are in an athletic co-op, a cooperative agreement, where **Propel Braddock Hills High School** scholars participate in competitive football at the WPIAL level. This exciting partnership supports our mission of setting standards of excellence for our scholars.






Through our co-op, our athletes participate in the WPIAL, and PIAA District 7, compete at the AA level and play a full league schedule.

Initial-Eligibility Standards

If you want to compete in NCAA sports, you need to register with the NCAA Eligibility Center at eligibilitycenter.org. Plan to register before your freshman year of high school. For more information on registration, visit on.ncaa.com/RegChecklist.

Academic Requirements

Division I and II schools require you to meet academic standards. To be eligible to practice, compete and receive an athletics scholarship in your first year of full-time enrollment, you must meet the following requirements:

Division I

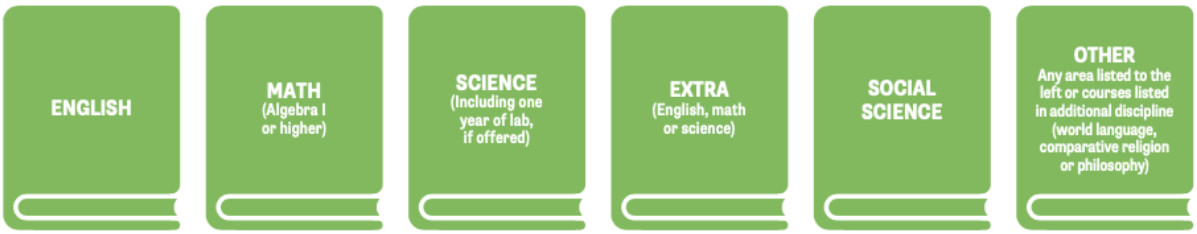
1. Earn 16 NCAA-approved core-course credits in the following areas:



2. Complete your 16 NCAA-approved core-course credits in eight academic semesters or four consecutive academic years from the start of ninth grade. If you graduate from high school early, you still must meet core-course requirements.
3. Complete 10 of your 16 NCAA-approved core-course credits, including seven in English, math or science, before the start of your seventh semester. Once you begin your seventh semester, any course needed to meet the 10/7 requirement cannot be replaced or repeated.
4. Earn a minimum 2.3 core-course GPA.
5. Ask your high school counselor to upload your final official transcript with proof of graduation to your Eligibility Center account.

Division II

1. Earn 16 NCAA-approved core-course credits in the following areas:



2. Earn a minimum 2.2 core-course GPA.
3. Ask your high school counselor to upload your final official transcript with proof of graduation to your Eligibility Center account.

Division III

While Division III schools set their own admissions and academic requirements, international student-athletes (first-year enrollees and transfers) who are enrolling at a Division III school after Aug. 1, 2023, must be certified as an amateur by the Eligibility Center. Contact the Division III school you plan to attend for more information about its academic requirements.

GRADE 9 — REGISTER

- If you haven't yet, **register** for a free Profile Page account at **eligibilitycenter.org** for information on NCAA initial-eligibility requirements.
- Use NCAA Research's **interactive map** to help locate NCAA schools you're interested in attending.
- Find your high school's list of NCAA-approved core courses at **eligibilitycenter.org/courselist** to ensure you're taking the right courses, and earn the best grades possible!

GRADE 10 — PLAN

- If you're being actively recruited by an NCAA school and have a Profile Page account, **transition** it to the required **certification account**.
- Monitor the **task list** in your NCAA Eligibility Center account for next steps.
- At the end of the school year, ask your high school counselor from each school you attend to upload an official transcript to your Eligibility Center account.
- If you fall behind academically, ask your high school counselor for help finding **approved courses** you can take.

GRADE 11 — STUDY

- Ensure your **sports participation** information is correct in your Eligibility Center account.
- Check with your high school counselor to make sure you're on track to complete the required number of NCAA-approved **core courses** and graduate on time with your class.
- Share your **NCAA ID** with NCAA schools recruiting you so each school can place you on its **institutional request list**.
- At the end of the school year, ask your high school counselor from each school you attend to upload an official transcript to your Eligibility Center account.

GRADE 12 — GRADUATE

- **Request your final amateurism certification** beginning April 1 (fall enrollees) or Oct. 1 (winter/spring enrollees) in your Eligibility Center account at **eligibilitycenter.org**.
- Apply and be accepted to the NCAA school you plan to attend.
- Complete your final NCAA-approved **core courses** as you prepare for graduation.
- After you graduate, ask your high school counselor to upload your final **official transcript** with proof of graduation to your Eligibility Center account.



How to plan your high school courses to meet the 16 core-course requirement: **4 x 4 = 16**

9th GRADE	10th GRADE	11th GRADE	12th GRADE
(1) English	(1) English	(1) English	(1) English
(1) Math	(1) Math	(1) Math	(1) Math
(1) Science	(1) Science	(1) Science	(1) Science
(1) Social Science and/or other	(1) Social Science and/or other	(1) Social Science and/or other	(1) Social Science and/or other
4 CORE COURSES	4 CORE COURSES	4 CORE COURSES	4 CORE COURSES

CONTACT THE NCAA ELIGIBILITY CENTER
U.S. and Canada (except Quebec):
877-262-1492 (toll free), Monday-Friday
9 a.m. to 5 p.m. Eastern time

@ncaaec @ncaaec @ncaaec @playcollegesports

NCAA ELIGIBILITY CENTER

Appendix F

College and University Tour Opportunities

College and University Tours

At Propel High Schools, we offer a College and University Tour experience for our 11th and 12th grade scholars. We visit colleges and universities that often offer specialized programs and majors that cater to our scholars' diverse academic interests. Exposure to these opportunities help scholars make informed decisions about their future academic pursuits and careers. College Tours also offer a wide range of social and extracurricular activities that contribute to a holistic college and university experience. Touring these campuses allows our scholars to explore campus student life, academics, clubs, organizations, and events, helping Propel Scholars envision their own college or university experience. From prior tour exposure, Propel Scholars leave with college admission and scholarship support.

Each Propel High School Campus will offer application information from College and Career Counselors in the early Fall. If you are interested in attending, please see your College and Career Counselor for more information.

